Index

(Page numbers in italics indicate material in figures or tables.)

A

Abilities, stability of individual differences in reading and spelling, 123–24

Academic achievement and recognition in summer camp, 198

Accommodating disabled students, 283–84, 285–86, 294, 299, 301

Adelman, P. B., 297–98

Adult Reading History Questionnaire, 319

Alphabetic phonics, 17

Alphabet recitation, 97, 98-100

American Council on Teaching of Foreign Languages (ACTFL), 244, 248; Provisional Proficiency Guidelines of, 249–51

American Psychological Association, ethical principles of, 285

Anderson, C. W., ix-xi, xiii-xvi

Artzer, M., 244

Assessment of reading and literacy, tests for, 318–19

Association, Orton-Gillingham use of, 10

Association for Higher Education and Disabilities (AHEAD), 275

Associative learning, 152

At-risk quotient (ARQ), 71 Attention deficit disorder

> (ADD), summer camp and dyslexic students with, 195, 204–205, 207, 208–209

Attention deficit hyperactivity disorder (ADHD). summer camp and dysexic students with, 195, 204-205, 207, 208-209

Atterbury, B. W., 138–39 Audiotapes, 313

Auditorily presented digits, recall of, 28

В

Badian, N. A., 67–68, 94 Bangor Dyslexia Test, 31, 34, 41–43, 53–54, 71

Berninger, V. W., 19 Brain: lesions in visual

rain: lesions in visual pathways of the, 158, 159; visual information processing by the, 173. See also Visual processing

Brain research, 8 Brewer, W. F., 216–17 British Births Survey, 29, 52 British Dyslexia Association

(BDA), 58–59 British national perinatal longitudinal studies, 29

Brulle, A. R., 298-99, 301, 302

C

Calfee, R., 16

Camp Glencoe, 192, 193. See also Summer camp program

Camping program. See Summer camp program

Carroll, J., 241

Cerebellum, 43, 68 Chall, J., 12-13

Children's books, reference book that lists by topic, 338

Classroom discussion, peeroriented (peer-led), 215

Clinical studies, 12-14

Code of Practice on the Identification and Assessment of Special Educational Needs (United Kingdom), 60-63

Cognitive-linguistic abilities, stability of individual differences in, 122

Cognitive Profiling System (CoPS 1) (U. K.), 63-64, 73, 77-84

College students with learning disabilities, 294; accommodations for, 283-84, 285-86, 294-95, 299, 301; career decision-making and, 296-300; legal rights of, 294, 300-301; in teacher education programs and the law, 300-303; guidelines for acceptance and dismissal and, 301; fair and reasonable treatment for, 302; "incomplete" grades for, 303; reframing by, 298; special education teaching as a goal of, 298

Comprehension, 18; discrepancy between listening and reading, 6; need for specific instruction for learningdisabled students in, 214

Comprehension instruction, 214, 216

Computerized psychometric assessment, 77, 78

Confidentiality, 283. See also Ethical standards; Professional conduct

Constructivist instruction, 214–15

Content clues, 314 Copying from text, 5 Corcoran, J., 297 Council for Exceptional
Children (CEC), 275
Council for Learning
Disabilities (CLD), 275
Counselors, Code of Ethics and
Standards of Practice and,

274

D

Decoding, 14, 16, 17; of unfamiliar words by adult dyslexics, 314

Decoding/Spelling continuum, 22

de Hirsch, K., 12 Denkla, M. B., 92

Developmental dyslexia: percentage of children with, 156; possible magnocellular visual deficit in, 158–61, 184–85

Diagnostic Assessments of Reading with Trial Teaching Strategies, 318

Disabled students: accomodations for, 283–84, 285–86, 294, 299, 301; ethical practices and, 276–77, 282, 283, 284–85, 287–88; references for, 286–87

Discrimination on basis of disability, 302

Dorfman, M. H., 216–17
Dyslexia: biolgical basis for, 14;
concept of, 315; diagnosis of
(in the Netherlands), 141;
developmental, 48; disorders associated with, 14,
44–45, 65, 66, 82, 92; etymology of the term, 48; gender
and incidence of, 312–13;
screening for (in the U.K.),

63-65, 66-68, 68-69. See also

Partially compensated dyslexia; Reading disability; Specific developmental dyslexia; Specific reading retardation

Dyslexia Early Screening Test (DEST) (U.K.), 63–64, 66–77

Dyslexia Early Screening Test (Nicolson and Fawcett 1966), 66-77

Dyslexia indicators and educational performance, 55

Dyslexia-related conditions, 34 Dyslexia screening and screening tests, 68; political background in the U. K. and, 5–8, 63

Dyslexic Automatization Deficit (DAD) hypothesis, 138

Dyslexics: achievements of, 13, 20; impaired magnetocellular function in, 161; reduced motion sensitivity in, 160; talents of, 8. See also Successful dyslexic adults

E

Edinburgh Reading Test, 40
Ehri, L., 16
Enfield, M. L., 13–14
Ethical standards, 275, 285;
differences of opinion regarding, 276–77;
responses to vignettes on dilemmas regarding, 282.
See also Informed consent;
Professional conduct
Eye movements, 172

F

False positives and negatives, 33-34

Fawcett, A. J., 65, 66, 68
Felton, R. H., 18, 93, 94
Florida Nonsense Passages, 319
Fluency, development of, 322
Fluency training, 108–109
Foorman, B., 17
Foreign language learners, successful teaching of at-risk, 266
Foreign language learning: enchancing, 266–67; foundation for, 241

Foreign language proficiency and aptitude, 244, 248, 249–51; instruction to improve, 261–63, 267

Frederick, L., 18-19

G

Ganschow, L., 139, 241, 243, 244
Gender, incidence of dyslexia
and, 312–13
Generalization, techniques to
foster, 228
Gerber, P. J., 297, 298
Geschwind, N., 7–8
Gillingham, A., 9–11
Graded Nonword Reading and
Spelling Test, 319
Green, T., 13–14

H

Handedness, 7, 28
Handwriting instruction, 19
Higher education, need for clear
dismissal policies and
procedures in, 302. See also
College students with
learning disabilities
Honig, W., 16
Hubicki, M., 139

I

Individuals with Disabilities Education Act (IDEA), 276 Informed consent, 283, 289. See also Ethical standards; Professional conduct

Instruction: of students with learning disabilities, 214–16, 218–21; foreign language, 242–43, 261–62; interestdriven, 337–38. See also Themes instruction

Intellectual ability (IQ), 117 Interest-driven instruction, 337–38

International Dyslexia Association (IDA), 314–15

Interstate New Teacher Assessment and Support Consortium (INTASC), 300

Intervention, 14, 23; for dyslexic students in summer camp, 194, 197–200; phoneticbased, 193

IQ, 117 Irvine, P., 24

K

Kinesthetic links between spoken and written words, 8-9

L

La Berge, D., 92
Language disorders related to reading difficulties, 6
Learning disabilities: reading and, 14; services to meet needs of students with, 274–75; teaching methods

for students with, 218-21

Learning-disabled (LD) college students in teacher education programs, 300–303, 303–307. See also College students with learning disabilities

Leedale, R. C., 77 Left-handedness, 7 Left and right, uncertainty about, 28

Letter errors, 174; motion detection thresholds and, 182; phonological factors and, 183

Letter formation, 10 Letter position, magnocellular system and encoding of, 162–72

Lexical decision experiments, 164–70

Lindamood Auditory
Discrimination in Depth, 17
Linguistic coding differences
hypothesis (LCDH), 241

Literacy skills, development of (in dyslexic individuals), 312

Livingstone, M. S., 159 Lovett, M. W., 92-93, 132 Lyon, R., 14

M

McCarthy, R., 184
Magnocellular function impaired in dyslexics, 161
Marsh, H. W., 194, 196, 210
Mentors, 334–35, 336
Modern Language Aptitude Test
(MLAT),H 241, 248, 249
Motion sensitivity, 156; letter
errors and, 182; reduced (in dyslexics), 160–61
Multisensory methods, 198

Multisensory pathways, 17 Multisensory structured language (MSL) approach to teaching foreign language, 242–43; for students at risk for foreign language learning, 261–65

Musical notation, 138; dyslexic children and, 145–50, 151–53

N

Negative self-concept, 192
Nelson-Denny Reading Test of
Vocabulary, Reading,
Comprehension, and Reading
Rate (ND), 318
Nicolson, R. I., 65, 66, 68
Nonsense words, 156; phonological reasons for errors in, 183

0

Oral reading, 198
Orton approach, research
validation of, 12–21
Orton Award for 1997, ix–xvi
Orton-Gillingham technique,
9–12
Orton, J. L., 9, 11, 12
Orton principles for retraining,
11
Orton, S., 3–9, 24
Orton Society, initial plans for,

P

Partially compensated dyslexia, literacy strengths and weaknesses of individuals with, 329-30 Patton, J., 244
Peer, L., 58
Phoneme deletion, 122
Phonemic awareness, 15, 129
Phonics, effectiveness of
different approaches to,
17

Phonological awareness, 17, 117; dyslexia and performance on tasks of, 156

Phonological Awareness Plus Synthetic Phonics (PASP), 17

Pig Latin Test, 319

Prediction: of dyslexia, 67; of eighth-grade reading ability at grade 2, 123–28; of spelling, 127. See also Dyslexia screening tests

Privacy, 283. See also Ethical standards; Professional conduct

Professional conduct, standards for, 276. See also Ethical standards

Professional schools, students with learning dsabilities and standards for entering, 300-301

Professionals with primary training in education or counseling, demographic information on, 280

R

Random dot kinematogram (RDK), 156-57 Rapid Automatized Naming Test (RAN), 92, 95-97, 112

Rapid naming: dyslexia and deficit in, 92–94; as a phonological processing deficit, 93 Rapid serial naming, 117, 122, 126, 129; in predicting reading/spelling skills of reading-disabled children, 130–33

Rawson, M., 11, 13 Reader response theory, 214–15

Reading: cognitive measures and, 121–22; magnocellular function and 172–85; multiple-level models of, 184

Reading ability: predicting (in 2nd grade) future, 130; shifts in, 116; stability of, 115-16

Reading achievement, stability of individual differences in, 116–17. See also Summer camp programs

Reading comprehension, 130; test for, 40

Reading difficulties, self-report of, 317

Reading disability, 116; predictors of, 15. See also Dyslexia; Learning disability

Reading errors, motion detection and, 182

Reading fluency, 322 Reading instruction, effective,

Reading interests: gender differences in, 325-26; of persons with and without dyslexia, 336

Reading program for at-risk students, 18. See also Summer camp program

Reading rate in readers with compensated and partially compensated dyslexia, 330-31 Recall of auditorily-presented digits, 28 References for disabled students, 286–87 Rehabilitation Act of 1973 (PL 93–112), 294 Rudel, R. G., 92 Rutter, M., 46

S

Samuels, J. 92 Sapon, S., 241 Scarborough, H., 15 Self-concept: measurement of, 193–94, 195–96; socialization processes reflected by, 192, 193

Shallice, T., 184
Shaywitz, B. A., 46–47
Shaywitz, S. E., 46–47
Sheffield Dyslexia Screening
Test (DST) (U.K.), 73, 77
Singleton, C. H., 77, 78, 79,
80–81

Slingerland, B., 11 Spanish: assessing phonological/orthographic skills in, 251; MSL instruction in, 243

Sparks, R., 241, 243, 244 Spatial position, magnocellular input and encoding of, 162

Special education: organization of educators in, 275; in United Kingdom, 84

Special education teaching as goal for college students with learning disabilities, 298

Special needs education in the United Kingdom, 84

Specific developmental dyslexia, 28, 32–37. See also Dyslexia

- Specific reading retardation, 28, 48. See also Dyslexia
- Spelling, 19, 33
- Stories, meaning and themes of, 216–18
- Student files, release of, 284–85, 287–88
- Student teaching by learningdisabled students, 304–305
- Stuttering, 7
- Successful dyslexic adults, 343–46; academic degrees
 - of, 316; avid reading by, 322-24, 335, 337; literacy levels of, 327-28
- Summer camp program: academic achievement and recognition in, 198, 205–207; building self-esteem in, 199–200, 201–205, 208; changes in reading skills during, 207; gains in self-concept during, 201–205; improvements in dyslexic students in, 192; intervention for dyslexic students in, 194, 197–200; psychosocial aspects of, 198–200; tutors

- Teaching. See Instruction Temporal order processing, 68 Themes instruction, 216–18, 218–21; compared to tradi-
 - 218–21; compared to traditional instruction, 224–26, 226–28, 228–30
- Thomas, K. V., 77, 80 Torgesen, J. K., 132–33
- Tutors in summer camp, 197

V

- Verbal memory, 117, 122, 129 Videotapes, 313 Visual memory, 82
- Visual problems, 156 Visual processing in cerebral cortex of primates, 159
- Vogel, S. A., 297–98, 299

W

Warrington, K. E., 184 Writing from dictation, 5, 6

Y

Yule, W., 46

T

Tallal, P., 68

in, 197

Teachers: induction programs for new, 306–307; standards for new, 300